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Through a systematic acquisition policy, the library (1) supports the objectives of the college, the course content of the curricula, and the faculty's teaching methods; (2) provides intellectual and cultural fare for faculty, students, and community; (3) instructs and encourages students in library use. It tries to supply material on all subjects of interest to its users and on all sides of controversial issues. Students find information, recreation, and inspiration; the faculty find these as well as professional materials. The reference collection covers all fields of knowledge, whether related or not to current curricula. Faculty members are expected to request material in their special field. Librarians are professionally responsible for coverage of all general fields. Advisory Committee and student suggestions are also welcomed. Books, pamphlets, periodicals, records, audio-visual material, etc. are chosen for accuracy, format, objectivity, frequency in selection aids and indexes, abundance or scarcity, subject importance or timeliness, reputation of author or publisher. Programmed materials, textbooks, classics, and research materials must meet special standards for purchase. Duplication, replacement, or discard of material depends on current need. Periodicals are bound or preserved on microfilm. This report includes the library's policy on gifts and complaints and quotes in full the "Library Bill of Rights" and "The Freedom to Read" and "The Right to Read" statements. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED029648

NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

LIBRARY

Instructional Materials Selection Policy

Approved:

Faculty Senate - December, 1968

Board of Trustees - January, 1969

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UNIVERSITY OF CALIF
LOS ANGELES

MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Instructional Materials Selection Policy

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Instructional Materials Selection Policy

I. Aims and Objectives

It is the aim of the Northampton County Area Community College Library, through a planned, systematic program of instructional materials acquisition, to develop a central resource collection which will support: the aims and objectives of the college, the content of the courses offered in the various curricula, and the teaching methods of the faculty; and provide intellectual stimulation and cultural enrichment to both faculty and students.

In order to make full use of all available resources, the library staff will continually instruct and encourage students in the use of library materials.

II. Philosophy of Library Service

A prime function of education is to develop in the individual the ability to think, to understand his own and other cultures, and to be critical in his search for vaules and knowledge. The freedom to read is critical to the development of these capabilities essential to our democratic way of life. Thus. it follows that the freedom of choice in materials selection is a basic prerequisite of effective academic library service.

This philosophy is set forth in the Library Bill of Rights adopted by the Council of the American Library Association in 1939, reaffirmed in 1948 and amended in 1961; The Freedom to Read statement prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council, 1953, and the Right to Read statement of National Council of Teachers

of English. The Board of Trustees, the administration and the faculty of the Northampton County Area Community College subscribe to these statements.

III. Scope of Collection

The library is maintained for students and faculty and is available to the community at large. It serves persons with a wide range of interests, abilities and degrees of maturity. To fulfill each individual's needs the library attempts to supply a collection of books, periodicals, pamphlets, recordings, and audio-visual materials covering all subjects and seeks to present all sides of controversial issues.

The collection will be composed of materials that widen the boundaries of the student's thinking, enrich his life, and help him fulfill his recreational needs. The collection will include materials of a professional nature which will aid the faculty in their teaching program and enrich professional understanding. The general reference collection will include representative works in all major fields of knowledge whether currently a part of the curriculum or not.

IV. Responsibilities for the Selection of Instructional Materials

Ultimate responsibility, as with all other matters relating to the college, rests with the Board of Trustees. The President of the college operates within the policies adopted by the Board, and he in turn delegates to the Dean of Instruction the responsibility of selecting instructional materials.

A. Faculty members are considered subject specialists in the selection process and are encouraged to request instructional materials which will support the curriculum being taught in their area. They place

requests with the Dean of Instruction or the Assistant Librarians on the appropriate forms.

B. The professional library staff and administrators share in the responsibility for selecting materials which do not logically fall in the fields of other faculty members. The librarians constantly seek to identify and correct inadequate coverage.

C. The members of the Advisory Committees and students are also encouraged to suggest instructional materials which they feel should be added to the library collection.

D. Should questions arise about the desirability of any purchase, the Dean of Instruction shall confer with the person making the request.

V. Policies for Selection

Because of changing curriculum content and the publishing of new materials, the selection of materials should be a continuous process. Current book selection aids, basic book lists and bibliographies should be reviewed regularly.

The policies of selection apply equally to books, pamphlets, periodicals, recordings, and audio-visual materials and any other materials being considered for library acquisition.

A. Criteria to be considered in selection:

1. Accuracy and objectivity
2. Appearance of title in selection aids
3. Availability or scarcity of materials on the subject in question
4. Coverage in indexes (particularly for periodicals)

5. Format

6. Importance of subject matter to the collection

7. Overall purpose of the item

8. Quality of writing

9. Reputation and significance of author

10. Reputation and standards of publisher

11. Timeliness or permanence of the item

B. General policies

1. Programmed learning materials

Programmed learning materials should be included in the collection to fulfill the needs of those students who wish to remedy weaknesses or to proceed on an individual basis in special areas.

2. Textbooks

Textbooks may be included if the material presented is not available elsewhere or if the available material is too specialized for the purpose of the course.

3. Classics

Reprints of classics shall be included in the collection.

4. Research Materials

Books needed by faculty members for research will be purchased only if they can also be used by students. Interlibrary loan will be used to supply faculty research materials.

5. Duplication

The main criterion for duplication is need. It is considered

better to have several different titles instead of a large number of copies of one title. When an instructor expects to use a book heavily, he may recommend that multiple copies be obtained. All requests for additional copies must be approved by the Dean of Instruction.

6. Replacement

It is not the library's policy to replace routinely all books because of loss, damage or wear. The following factors will be considered in each case:

a. Adequate coverage of subject area in the collection

b. Availability of later and better material

c. Demand for the particular title or subject

d. Number of duplicate copies available

C. Weeding

As the collection grows, it will be necessary to withdraw and discard items. The factors considered in selection, duplication and replacement will be considered. Faculty members are encouraged to participate in the weeding process.

D. Preservation of Periodicals

1. Periodicals are preserved for the following reasons:

a. To supplement and complement the book collection with current material

b. For reference use

c. To aid the staff in book selection and professional reading

2. Criteria to be considered when recommending periodicals for preservation:

   a. Accuracy and objectivity

   b. Coverage in indexes

   c. Need in reference work to supplement book collection

   d. Local interest in subject matter

   e. Demand by faculty and students

3. Microfilm

   Periodicals recommended for preservation will usually be obtained on microfilm whenever possible.

4. Binding

   Periodicals recommended for preservation and not obtained on microfilm will be bound and added to the book collection.

VI. Gifts

Gifts are accepted with the understanding that they may be integrated into the general collection provided the materials meet the criteria outlined under Policies of Selection. The donor of any gift will be informed that the library reserves the right to assign gifts to the collection or to dispose of those items not acceptable to the library.

VII. Handling of Complaints or Reappraisals

A. The Request for Reconsideration of Library Materials is to be completed by the individual or group desiring to have material reconsidered.

B. This information will be made available to the Dean of Instruction and the Instructional Resources Committee and the request will be placed on the agenda of the following meeting of the Committee.

C. The recommendation of the Instructional Resources Committee will be forwarded to the President for a decision. This decision will then be forwarded to the person or group requesting the reconsideration.

D. A further appeal may be placed before the Board of Trustees.

NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Library material in question _____

Author or producer _____

Title _____

Publisher or Agency _____

Date of Observation _____

1. To what in the item in question do you object? (Please be specific; cite pages, scenes, etc.)

2. What do you feel might be the result of using this material?

3. Have you read or seen the entire work, and are you aware of the professional critical judgment of this work?

4. What would you like the college to do about this work? (If you are of the opinion that it should not be available, what work of comparable value would you recommend in its place?)

Request initiated by _____

Telephone _____ Address _____

Complainant represents

_____ himself

_____ group or organization
(please name)

_____
Signature of Complainant

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Selection policies from:

Clatsop Community College (Astoria, Oregon)

Community College of Philadelphia

Grossmont College (El Cajon, California)

Monroe Junior College (Florida)

Southwestern Oregon Community College (Coos Bay, Oregon)

LIBRARY BILL OF RIGHTS

Adopted June 18, 1948
Amended February 1, 1961 by the ALA Council

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality, or the political or religious views of the writer.

2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations which would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins, or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

(By official action of the Council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.)

THE FREEDOM TO READ

A statement prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council
May 2 and 3, 1953

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the reader to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do thier thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the position provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

* * *

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefullness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Endorsed by: American Library Association Council, June 25, 1963
American Book Publishers Council, Board of Directors, June 18, 1953.

An Open Letter to the Citizens of
Our Country from the National
Council of Teachers of English:

THE RIGHT TO READ

It seems to me unlikely that a future citizen of a free country can be developed by education, in these days....without the devout study of great literature. Such study is probably essential because for many people a sense of values must be felt, not proved by argumentation. For these people, it seems to me, not philosophy but poetry--using the word in its widest sense--poetry alone can first open the doors of discrimination. As a rule emotional reactions--the sharpening or the blunting of our sense of values--are determined at an early age. For these reasons, you who teach [literature] in our schools and colleges....have a big responsibility for the future of this republic.

President James B. Conant,
Harvard University: in an
address to the Modern
Language Association of
America, 1940.

Where suspicion fills the air and holds scholars in line for fear of their jobs, there can be no exercise of the free intellect....A problem can no longer be pursued with impunity to its edges. Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipe line for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin.

Justice William O. Douglas
United States Supreme Court:
Adler vs. Board of Education,
1952.

* * *

Teachers of English accept willingly the challenge from President Conant. Many are stifled, however, in the very atmosphere which Justice Douglas condemns. Pressures against books in classrooms and libraries are undermining education. Although in this statement we cannot set up a legal defense of the right of trained teachers to determine the best and most challenging reading for their students, we can affirm their professional right and responsibility to do so. We want to help create a climate in which teachers are free to teach and students are free to learn, a climate conducive to open inquiry and responsible discussion of any and all questions related to the ethical and cultural welfare of mankind.

The right of any individual to read is basic to democratic society. This right is based on the only tenable assumption for democratic living: that the educated free man possesses the powers of discrimination and is to be entrusted with the determination of his own actions.

The right to read, like all rights embedded in our constitutional traditions, can be used wisely or foolishly. In many ways education is an effort to improve the quality of the choices which are the exercise of this right. But to deny the opportunity of choice in the fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading and of individuals and groups to express their views for the guidance of others. But for the same reason, we oppose efforts by individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon a community at large.

In selecting books for reading by young people, teachers of English consider the contribution which each work may make to the education of the reader, its aesthetic value, its appropriateness to the curriculum, and its readability both in structure and content for a particular group of students. Many works of literature important in our culture contain isolated elements to which some individuals may object. The literary artist is a seeker after truth, recording in structured form life as he perceives and feels it. As a creator, he must necessarily challenge at times the common beliefs or values of the culture, for creation is the process of identifying new relationships out of which come new meanings. In seeking honestly for meanings behind reality, the artist strives to achieve a work of art which is always basically moral, although not necessarily conventionally moral. Moreover, the value and impact of any literary work must be examined as a whole and not in part--the impact of the entire work transcending words, phrases, or incidents out of which it is made.

The teacher must exercise care to select works for class reading and group discussion which do not place students in a position of embarrassment in open discussion with their peers, but he must also be free to recommend for individual reading any work he feels will have educational significance for an individual student. In addition the teacher needs the freedom to discuss with a student any work that the student reads whether the teacher has recommended it or the student has discovered it for himself.

What a young reader gets from any literary selection depends both on the quality of the selection and on characteristics of the reader. Books must be chosen with awareness of the student, his reading ability, his mental and emotional maturity, and the values he may derive from the reading. Some books are clearly for ten-year olds, while others may be more suitable for the middle teens. Good taste, common sense, and professional responsibility to students and to the humanistic tradition guide the teacher in making wise selections. The community that entrusts a classroom of students to the care of an English teacher should also trust that teacher to exercise a reasonable judgment in selecting books for student use.

THE THREAT TO EDUCATION

Censorship of books can leave American students with an inadequate grasp of the values and ideals of their culture. Writers are often chief spokesmen of a culture. Yet, partly because of censorship or the fear of censorship, many important American writers are inadequately represented in the public secondary schools, and many are represented not by their best work but by their safest.

The censorship pressures that get the most publicity are those of small groups that protest the use of a limited number of books with realistic elements: Huckleberry Finn, The Scarlet Letter, Catcher in the Rye, Brave New World, 1984, The Grapes of Wrath, to name a few. Frequently the victims are among our best teachers who, encouraged by the excellent literature newly accessible to students in inexpensive paperbacks, have ventured outside the narrow boundaries of conventional texts.

The greatest damage, however, is done by book committees appointed by national or local organizations to pore over anthologies, texts, or library books solely to find sentences that advocate causes or concepts or practices these organizations condemn. As a result, some publishers, sensitive to possible objections, are careful to exclude from textbooks selections or sentences that might conceivably offend various groups.

Many well-meaning persons wish to restrict school reading to books that do not mention unsavory aspects of our society. They argue that children must not be exposed to books in which people drink or swear or do many of the things commonly featured in daily newspapers, on television, or in motion pictures. No more than the people who condemn these books are teachers interested in promoting drinking and swearing. What the teacher sees as his responsibility, however, is to lead his students to understand all aspects of their culture and society--the good and the bad. This he can best do by cultivating in his students an appreciation for the wise and enduring thoughts of great writers. This he cannot do if major literary documents interpreting our culture are cut off from his students.

Because of outside pressures many English teachers cannot carry out their central responsibility: teaching the cultural heritage of Western civilization. Hawthorne, Thoreau, Whitman, Twain, Hemingway, Faulkner, to take just a few American examples, either are omitted completely or are inadequately represented in the high school curriculum. Teachers then are too often left with a small group of "nice" books that fail to excite students, emotionally or intellectually, about the pleasures of reading and the range of cultural perspectives that literature affords.

THE TEACHER'S PURPOSES

The purpose of education must remain what it has always been: to develop a free, reasoning person who can make up his own mind, who can understand his culture, and who can live compassionately with his fellow man.

Great literature raises the problems and questions that have perplexed man through all history: for example, the relationship between power and moral responsibility or the problem of undeserved human suffering. It presents the solutions and answers of the greatest minds the world has known. If the solutions and answers are not complete, they are the best we have. The continued search for answers is necessary. The conviction that solutions may be sought and judged is indispensable. When enough men lack this conviction, a great tradition will pass away: that of seeing the whole of life without succumbing to fear.

The liberally educated person must recognize the basic values and understand the fundamental ideas of Western civilization. Its traditions are embodied in our culture, in our laws, in our religions. When the student learns to see great books, classic or contemporary, as metaphors for the whole of human experience, the study of literature contributes in a unique way to this understanding of these traditions. They help him to discover who he is and where he is going.

An abstraction may have little emotional impact. But the dramatization of an abstraction, of concepts and values, offers us something we can grasp. We begin to feel and understand the abstraction. As we read imaginative literature in English classes, we not only study the great ideas of Western man; we also share the feelings of <u>all</u> people in <u>all</u> times. In this imaginative search into the values and ideas of our culture lie both our humanity and our salvation. Those who do not remember the past, Santayana reminds us, are condemned to relive its mistakes.

THE COMMUNITY'S RESPONSIBILITY

American citizens who care about the improvement of education are urged to join teachers, librarians, administrators, boards of trustees, and professional and scholarly organizations in support of the students' right to read. Only wide-spread and informed support in every community can assure that--

- Enough citizens are interested in the development and maintenance of a superior school system to guarantee its achievement.

- Malicious gossip, ignorant rumors, and deceptive letters to the editor will not be circulated without challenge and correction.

- Newspapers will be convinced of public desires for objective school news reporting, free from slanting or editorial comment which destroys confidence in and support for schools.

- The community will not permit its resources and energy to be dissipated in conflicts created by groups striving to advance alien ideologies, narrow biases, or special interests.

- Faith in democratic traditions and processes will be maintained.